READING ASSESSMENT PROGRAM 1985

PRELIMINARY REPORT GRADE 6 TEST DATA

Manitoba Education

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MANITOBA READING ASSESSMENT PROGRAM 1985

PRELIMINARY REPORT:

GRADE 6 TEST DATA

A REPORT OF THE

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

MANITOBA EDUCATION

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PREFACE

This Preliminary Report is the first of two reports on the findings of the grade 6 Reading Assessment Program. It contains the results of student performance on each item as well as summary data on subtests and the cloze passage.

The purpose of this Preliminary Report is to provide detailed information on student performance for use by classroom teachers in forming judgments about their instructional program. All data is based on the provincial sample as a whole; no individuals, schools, or divisions are identified.

Conclusions and recommendations based on the provincial testing will be presented in a forthcoming Final Report. These conclusions and recommendations will be based in part on the judgments of an interpretation panel of teachers.

For further information, contact:

Norman Mayer
Assessment Section
Curriculum Development and Implementation Branch
Manitoba Education
223-1200 Portage Avenue
Winnipeg, Manitoba
R3G 0T5

TELEPHONE: 945-6156 (WATS LINE 1-800-282-8069)

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CHAPTER I

Content Areas and Scoring

The test consisted of a number of reading tasks along with a series of questions based on these tasks. These questions were classified into five content or skill areas: meaning vocabulary, literal comprehension, interpretation, critical-reflective, and study skills. In addition, reading comprehension of the students was measured using a cloze passage.

Below is a list of the questions used to test each content or skill area:

A.	Meaning Vocabulary	4,9,11,13,18,27,32
B.	Literal Comprehension	3,5,12,19,20,26,29,31,35
C.	Interpretation	1,2,6,8,14,16,21,23,24,28, 30,33,34
D.	Critical-Reflective	10,15,17,22,25
E.	Study Skills	7, outline question

The remainder of the test consisted of a cloze passage which was scored using exact-word scoring only (i.e., synonyms were not accepted). This was done to maintain high reliability in scoring and to avoid the difficult problem of deciding which words should count as synonyms. This in no way penalizes students since instructional and independent reading levels would be indicated by lower scores with exact-word scoring than with synonym scoring.

Chapter II of this report presents the proportion of students in the provincial sample (n=1266) supplying each response to individual questions. Multiple choice questions were machine-scored while open-ended questions were scored by members of the Reading Technical Advisory Committee. Acceptable answers for each open-ended question are included in this report along with the question. Chapter III provides means, standard deviations, and frequency distributions for the five skill areas and the cloze passage.

It is not possible to assign a "pass-mark" either to the whole test or to any of the subtests. An Interpretation Panel composed mainly of classroom teachers will be convened to set performance standards for the test. Results of this exercise will be reported in the Final Report.

The Reading Assessment was designed to determine strengths and weaknesses, and degree of implementation, of the Manitoba curriculum. The tests can be used to examine strengths and weaknesses of local programs as well. In any attempt to make a comparison with the provincial results, differences in emphasis in the local program must be kept in mind. These tests were designed to survey the knowledge and skills of a group of students and any attempt to draw conclusions about individual students must be done with caution.

CHAPTER II

Data on Individual Questions

Questions in this chapter are listed in the same order and much the same format as in the student booklet. The data presented give the percentage of students in the provincial sample supplying each response. Correct or preferred responses are marked with an asterisk (*).

SKELETON FACTORY

Being in a room full of skeletons might scare some people but workers at the Educational and Scientific Plastics factory do not mind. That's because their job is to build skeletons.

The skeletons they build look almost real. There is one big difference in these skeletons. All of the bones are made of plastic.

The workers put the skeletons together from more than 200 pieces. There is one piece for each bone in the human body. The bones are made of a plastic material called acrylic (say uh-KRILL-ik).

When the skeletons are complete, they are shipped to hospitals and medical schools. The plastic skeletons are helpful. People study them to learn more about the human body.

About 20 skeletons - all of them 5 feet 7 inches tall - rattle out of the factory every week. The factory has a mold for each bone in the body. Workers make the bones by pouring soft acrylic into the molds. After about two hours, the acrylic hardens, and then the bones are taken out of the molds.

When the bones first come out of the molds, they are very rough. They have marks where the two halves of the mold meet. Workers remove the marks with machines. They are careful not to buff off any marks that are found on real bones.

After the bones are smoothed, they are ready to be put together like the pieces of a puzzle.

The workers drill tiny holes in each bone. Then they put wire through the holes and fasten the bones together. If new workers do not know where a bone goes, they can look at a skeleton that is kept on display.

When the hands, arms, feet, and legs have been put together, they are attached to the main part of the body. Then the head and neck are added. After the workers have wired on these parts, the plastic creation is finished - ready to show people the bare facts about skeletons.

1. The main purpose of the Skeleton Factory article is to tell you

   HOW PLASTIC SKELETONS ARE MADE/HOW SKELETONS ARE MADE AND WHAT THEY ARE USED FOR/WHY AND HOW SKELETONS ARE MADE (53.6%)

2. Which part of the skeleton is put together first?

2.2%		A. The head, hands, and feet
70.7		B. The hands, arms, feet, and legs
23.9	*	C. The main part of the body
1.7		D. The head and the neck
1.5		N.R.

3. The pieces of skeleton are put together with

87.0%	*	A. wire.
2.4		B. plastic.
0.7		C. glue.
8.3		D. acrylic.
1.7		N.R.

4. In this article, the underlined word mold means

48.3%		A. to shape.
3.6		B. a fungus.
2.4		C. to change.
43.2	*	D. a form.
		N.R.

5. When the workers buff the bones, they are trying to REMOVE MARKS OR ROUGH SPOTS MADE BY THE MOLD/GET ALL THE UNNECESSARY LINES OFF/REMOVE THE ACCIDENTAL MARKS ON THE SKELETON WITHOUT REMOVING THE NATURAL MARKS (61.4%)

6. These plastic skeletons are important. If there were no plastic skeletons, medical students would NOT BE ABLE TO LEARN EASILY ABOUT BONES/HAVE TO USE REAL SKELETONS, CHARTS OR PICTURES/HAVE TROUBLE LEARNING ABOUT THE BODY. (23.9%)

7. Where would you most likely find this article?

3.5%		A. Hobbies and Crafts
59.2	*	B. Scientific News
30.2		C. Health and Fitness
4.3		D. World Book
2.8		N.R.

Please read the following story and then answer the questions.

THE CAT WHO THOUGHT SHE WAS A DOG AND THE DOG WHO THOUGHT HE WAS A CAT

Once there was a poor peasant, Jan Skiba by name. He lived with his wife and three daughters in a one-room hut with a straw roof, far from the village. The house had a bed, a bench bed, and a stove, but no mirror. A mirror was a luxury for a poor peasant. And why would a peasant need a mirror? Peasants aren't curious about their appearance.

But this peasant did have a dog and a cat in his hut. The dog was named Burek and the cat, Kot. They had both been born within the same week. As little food as the peasant had for himself and his family, he still wouldn't let his dog and cat go hungry. Since the dog had never seen another dog and the cat had never seen another cat and they saw only each other, the dog thought he was a cat and the cat thought she was a dog. True, they were far from being alike by nature. The dog barked and the cat meowed. The dog chased rabbits and the cat lurked after mice. But must all creatures be exactly like their own kind? The peasant's children weren't exactly alike either. Burek and Kot lived on good terms, often ate from the same dish, and tried to mimic each other. When Burek barked, Kot tried to bark along, and when Kot meowed, Burek tried to meow too. Kot occasionally chased rabbits and Burek made an effort to catch a mouse.

The peddlers who bought goats, chickens, eggs, honey, calves, and whatever was available from the peasants in the village never came to Jan Skiba's poor hut. They knew that Jan was so poor he had nothing to sell. But one day a peddler happened to stray there. When he came inside and began to lay out his wares, Jan Skiba's wife and daughters were bedazzled by all the pretty doodads. From his sack the peddler drew yellow beads, false pearls, tin earrings, rings, brooches, coloured kerchiefs, garters, and other such trinkets. But what enthralled the women of the house most was a mirror set in a wooden frame. They asked the peddler its price and he said a half gulden, which was a lot of money for poor peasants. After a while, Jan Skiba's wife, Marianna, made a proposition to the peddler. She would pay him five groshen a month for the mirror. The peddler hesitated a moment. The mirror took up too much space in his sack and there was always the danger it might break. He, therefore, decided to go along, took the first payment of five groshen from Marianna, and left the mirror with the family. He visited the region often and he knew the Skibas to be honest people. He would gradually get his money back and a profit besides.

The mirror created a commotion in the hut. Until then Marianna and the children had seldom seen themselves. Before they had the mirror, they had only seen their reflections in the barrel of water that stood by the door. Now they could see themselves clearly and they began to find defects in their faces, defects they had never noticed before. Marianna was pretty but she had a tooth missing in front and she felt that this made her ugly. One daughter discovered that her nose was too snub and too broad; a second that her chin was too narrow and too long; a third that her face was sprinkled with freckles. Jan Skiba too caught a glimpse of himself in the mirror and grew displeased by his thick lips and his teeth, which protruded like a buck's. That day, the women of the house became so absorbed in the mirror they didn't cook supper, didn't make up the bed, and neglected all the other household tasks. Marianna had heard of a dentist in the big city who could replace a missing tooth, but such things were expensive. The girls tried to console each other that they were pretty enough and that they would find suitors, but they no longer felt as jolly as before. They had been

afflicted with the vanity of city girls. The one with the broad nose kept trying to pinch it together with her fingers to make it narrower; the one with the too-long chin pushed it up with her fist to make it shorter; the one with the freckles wondered if there was a salve in the city that could remove freckles. But where would the money come from for the fare to the city? And what about the money to buy this salve? For the first time the Skiba family deeply felt its poverty and envied the rich.

But the human members of the household were not the only ones affected. The dog and the cat also grew disturbed by the mirror. The hut was low and the mirror had been hung just above a bench. The first time the cat sprang up on the bench and saw her image in the mirror, she became terribly perplexed. She had never before seen such a creature. Kot's whiskers bristled, she began to meow at her reflection and raised a paw to it, but the other creature meowed back and raised her paw too. Soon the dog jumped up on the bench, and when he saw the other dog he became wild with rage and shock. He barked at the other dog and showed him his teeth, but the other barked back and bared his fangs too. So great was the distress of Burek and Kot that for the first time in their lives they turned on each other. Burek took a bite out of Kot's throat and Kot hissed and spat at him and clawed his muzzle. They both started to bleed and the sight of blood aroused them so that they nearly killed or crippled each other. T) members of the household barely managed to separate them. Because a dog is stronger than a cat, Burek had to be tied outside, and he howled all day and all night. In their anguish, both the dog and the cat stopped eating.

When Jan Skiba saw the disruption the mirror had created in his household, he decided a mirror wasn't what his family needed. "Why look at yourself," he said, "when you can see and admire the sky, the sun, the moon, the stars, and the earth, with all its forests, meadows, rivers, and plants?" He took the mirror down from the wall and put it away in the woodshed. When the peddler came for his monthly instalment, Jan Skiba gave him back the mirror and in its stead bought kerchiefs and slippers for the women. After the mirror disappeared, Burek and Kot returned to normal. Again Burek thought he was a cat and Kot was sure she was a dog. Despite all the defects the girls had found in themselves, they made good marriages.

The village priest heard what had happened at Jan Skiba's house and he said, "A glass mirror shows only the skin of the body. The real image of a person is in his willingness to help himself and his family and, as far as possible, all those he comes in contact with. This kind of mirror reveals the very soul of the person."

8. In this story a peasant is a

11.8%		A.	slave.
24.9		B.	peddler.
59.8	*	C.	farmer.
1.7		D.	storekeeper.
1.8		N.R.	

9. "But what enthralled the women of the house most was a mirror set in a wooden frame". Enthralled means

20.8%		A.	excited.
63.6	*	B.	fascinated.
8.0		C.	worried.
5.5		D.	encouraged
1.8		N.R.	

10. Jan thought "the family should look at the sky, the sun, the moon, the stars, and the earth, with all its forests, meadows, rivers, and plants" because he thought they should

58.8%	*	A.	look beyond themselves.
5.2		B.	be more observant.
31.1		C.	enjoy nature.
3.0		D.	get back to work.
1.9		N.R.	

11. "They had been afflicted with the vanity of city girls." Vanity means

16.5%	*	A.	pride.
61.8		B.	beauty.
8.7		C.	foolishness.
11.1		D.	selfishness.
1.8		N.R.	

12. The peddler came to Jan Skiba's hut because

13.3%		A.	he heard the family had no mirror.
3.1		B.	he was hungry.
7.3		C.	he heard that the family had money.
74.4	*	D.	he strayed.
1.8		N.R.	

13. "When Jan Skiba saw the disruption the mirror had created..." Disruption means

29.1%		A.	concern.
2.5		B.	joy.
56.0	*	C.	chaos.
10.0		D.	surprise.
2.4		N.R.	

14. When the members of the family saw themselves in the mirror, they felt

35.5%		A.	annoyed.
13.7		B.	conceited.
40.2	*	C.	humiliated.
8.3		D.	elated.
2.3		N.R.	

15. Explain in your own words what the family learned from this experience.

MIRRORS ONLY SHOW THE OUTSIDE OF THE BODY AND THE REAL IMAGE IS THEIR WILLINGNESS TO HELP/THE FAMILY LEARNED THAT THE WAY YOU LOOK DOESN'T MATTER, IT'S THE WAY YOU ACT/THAT MIRRORS ONLY CAUSE TROUBLE (65.6%)

16. Why did Jan decide the mirror was not what his family needed?

BECAUSE THEY ALL STARTED FINDING THINGS ABOUT THEMSELVES THEY HATED/ BECAUSE HIS FAMILY WERE ALWAYS COMPLAINING AND NOT DOING THEIR JOBS/ BECAUSE THEY WERE ALWAYS LOOKING AT THEMSELVES AND NOT WORKING (72.3%)

17. Did Jan use good judgment in returning the mirror? Tell why or why not.

YES, BECAUSE THEN EVERYTHING CAME BACK TO NORMAL/YES, I THINK JAN USED GOOD JUDGMENT BECAUSE THE MIRROR WAS ONLY CAUSING TROUBLE/YES,HE DID BECAUSE THE MIRROR WAS ONLY TROUBLE (61.4%)

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18. This advertisement says that the adventures in this magazine are "real life". This means

1.3%		A.	they are tall tales.
11.0		B.	they are exciting.
6.6		C.	they are fun.
79.0	*	D.	they are true.
2.1		N.R.	

19. The advertisement is trying to get you to convince a friend to buy a subscription by

8.7%		A.	making your friend's subscription cost less.
76.6	*	B.	saying, "Don't keep a good thing to yourself".
5.2		C.	giving away prizes to friends.
7.7		D.	providing a mailing envelope.
1.8		N.R.	

20. In this magazine you will find

7.8%		A.	stories and photographs.
8.7		B.	mazes and puzzles.
2.0		C.	pull-out pages.
79.4	*	D.	all of the above.
2.1		N.R.	

21. The three-year subscription cost says "(U.S. addresses only)". This means that Canadians

62.8%	*	A.	cannot buy a 3-year subscription.
3.4		B.	cannot buy a 1-year subscription.
10.6		C.	must have friends in the U.S.
20.7		D.	pay less than Americans for a subscription.
2.5		N.R.	

22. From the advertisement, list 3 words that are used to <u>persuade</u> you to order the magazine.

A. 1 CORRECT (15.5%) e.g., good, love, fun-filled, colourful, favourite, enjoy, wonderful, real-life, supersize, surprises,etc.

B. 2 CORRECT (19.1%)

C. 3 OR MORE CORRECT (30.3%)

N.R. 34.9%

Please read the following poem and then answer the questions:

MY TOBOGGAN AND I CARVE WINTER

My toboggan and I carve winter
We crunch over the powdery snow
the one by one glistening grains
they sigh and squeak

then RACE
faster and faster
whipping the wind apart
carving jet trails with swirling tails
circling the shadow of every tree
nearing full flight
til
WHOMP!
a lurking bump tumbles us
into the drifts of freezing snow
We trudge slowly skyward for another run

Jane Wadley

23. What word would best describe the mood of this poem?

3.0%		A.	Frightening
84.7	*	B.	Exciting
5.3		C.	Exhausting
4.1		D.	Anxious
2.9		N.R.	

24. Why do you think two words are printed in capital letters?

FOR EMPHASIS/TO STRESS ACTION/MAKES THE IDEAS STAND OUT/TO MAKE IT EXCITING (55.5%)

25. The reader knows it is a cold day in this poem because OF THE WORDS, E.G., CRUNCH, SIGH AND SQUEAK, WIND, SNOWDRIFTS, FREEZING SNOW. (63.7%)

26. With what does the poet compare the toboggan track?

JET TRAILS (WITH SWIRLING TAILS) (57.8%)

27. What word does the poet use to show that walking up is not easy?

TRUDGE (72.7%)

28. Why do you think the poet used "carve" in the first line?

THE TOBOGGAN CUTS THROUGH THE SNOW/WHEN YOU RIDE IN THE SNOW, YOU LEAVE TRACKS (21.6%)

Read the following selection and answer questions 29 to 35.

DEW

Until recently people thought that dew fell from the sky during the night. That was easy to believe because dew can be seen only in the morning. Since it wasn't there the evening before, people thought it must have fallen like rain. But now we know that dew does not fall from the sky; it comes out of the air around us.

Even though we can't see it, there is moisture called WATER VAPOR in the air. Warm air can hold more water vapor than cool air. On certain hot summer days you can even feel the moisture in the air. We call air moisture humidity. Some summer days are humid, others are not.

When warm air cools, it gives up some of its water vapor. It condenses. That is, it forms droplets of water that you can see.

Sometimes you see this condensation as clouds or rain. In cold weather you see it as snow or frost! When a lot of it hangs near the ground, you see it as fog. On a clear morning you see it clinging to grass and leaves. That is dew.

Here is an experiment. Put a glass of water and ice cubes in the refrigerator. After the glass is fairly cold, remove it. Place it on a table for a few minutes. Soon, water droplets will form all over the outside of the glass. What happens is that the warm air next to the cold glass cools. This cooling makes the water vapor in the air condense and form droplets that cling to the glass.

Nature makes dew in the same way. During a warm sunny day the air is heated. The hot air contains a lot of water vapor. At night when the sun goes down, thin things like grass and leaves cool off very quickly. The air close to them cools off, too. The water vapor in the cooled air condenses to make dew. The dew stays on the grass and leaves until the warmth of the sun makes it EVAPORATE or go back into the air as vapor.

29. People know that dew

89.9%	*	A.	comes from the air around us.
5.0		B.	falls from the sky.
0.2		C.	comes from the goddesses.
2.4		D.	comes from the ground.
2.5		N.R.	

30. This passage mainly tells us

6.7%		A.	how to do an experiment about dew.
15.6		B.	that cold air holds water vapor.
67.2	*	C.	how nature makes dew.
7.7		D.	that people thought dew fell from the sky.
2.8		N.R.	

31. Condensation can be seen as

23.0%	A.	clouds and rain.
4.4	B.	snow and frost.
12.1	C.	dew.
57.6	* D.	all of the above.
2.9	N.R.	

32. The word humid is used in the second paragraph. It means

1.0	A.	tiring.
14.8	B.	dry.
57.2	* C.	damp.
23.9	D.	none of the above.
3.1	N.R.	

33. We do not have dew in the late autumn months because THE DAYS ARE USUALLY COOL IN AUTUMN (FALL)/LESS WATER EVAPORATES INTO THE AIR/IT IS HARDLY EVER WARM OUT (66.4%)

34. Dew is formed when

20.8%	A.	cool air touches a warm object.
63.1	* B.	warm air touches a cool object.
10.7	C.	clouds have too much water vapor.
1.9	D.	a glass is warmed.
3.5	N.R.	

35. Tell the correct order for carrying out the experiment by putting the numbers 1, 2, 3, and 4 beside the statements.

80.4%	2	A.	Put a glass of water and ice into the refrigerator.
85.5	1	B.	Fill a glass with water and ice.
77.1	4	C.	Place the glass on a table for a few minutes.
75.9	3	D.	Wait until the glass is cold.

Read the following selection:

WATER POLLUTION

At one time people thought that oceans were so large that they would always remain pure. We now know that this isn't true. Oceans may be polluted by oil spills from freighters and from sewage that is dumped into the oceans or into the rivers that flow into them.

Lakes and rivers are polluted in many ways. Factories dump poisons such as mercury into the waters. Farmers spray crops and trees with insect poisons. The poisons are then washed into rivers and lakes by rain. Each day households send tonnes of washing detergent into the sewage systems that empty into lakes and rivers. Human wastes are poured into our waters. In 90 percent of our towns and cities, the wastes are not even treated to make them safe.

Complete the following outline by stating the main idea and supporting detail for each paragraph:

WATER POLLUTION

I. Main Idea

THE WORLD'S OCEANS ARE GETTING POLLUTED. (47.9%)

Supporting Detail

1. OIL SPILLS (52.4%)
2. SEWAGE (54.5%)

II. Main Idea

LAKES AND RIVERS ARE GETTING POLLUTED (51.1%)

Supporting Detail

1. FACTORY POISONS (67.6%)
2. CROP SPRAYS (67.9%)
3. WASHING DETERGENTS (63.6%)
4. UNTREATED HUMAN WASTE (57.5%)

CLOZE

In order to enjoy running,you must have the proper footwear. You may see runners wearing socks. And you may see RUNNERS (63.8%) not wearing socks.

If YOU (91.5%) think you run best WITHOUT (48.4%) socks, you don't need THEM (26.9%). But others say, "Yes, I (33.2%) need socks. They make MY (25.9%) feet feel better".

If YOU (91.2%) are going to wear SOCKS (80.7%), what color will they BE (83.5%)? You like blue? Blue IS (90.2%) nice. But expert runners SAY (32.1%) white is best. If YOU (82.1%) happen to get a BLISTER (11.1%), clean white socks will HELP (45.9%) stop infection. And infection IS (74.1%) something runners don't need.

SOME (43.0%) expert runners wear two PAIRS (81.0%) of socks. Is this TO (78.0%) keep their feet warm? NO (66.6%), it's so the socks WILL (26.1%) rub against each other. SOCKS (52.0%) that rub against each OTHER (73.7%) won't rub blisters on YOUR (64.8%) feet. Blisters are another THING (80.6%) runners don't need.

If YOU (87.9%) run a mile, each SHOE (5.0%) hits the ground about 1000 times. That means you NEED (45.3%) good shoes.

You can RUN (63.3%) in almost any KIND (68.7%) of shoe. But some KINDS (3.6%) are much better than OTHERS (85.8%).

Because you'll be picking UP (76.1%) each shoe about 1000 TIMES (88.4%) per mile, weight IS (91.4%) important. But it's not THE (86.4%) most important thing. Here's AN (47.7%) expert's list of things YOU (69.8%) need for good running SHOES (35.2%):

1. Good fit over the SOCKS (17.7%) you're going to wear FOR (28.2%) running.
2. A soft, rippled SOLE (17.1%) to protect your feet AND (31.1%) keep you from slipping.
3. A (37.2%) cushion inside protects the BONES (17.5%) in your legs and FEET (39.7%). Remember, you land on EACH (27.9%) foot 1000 times per MILE (81.5%). The cushion makes the LANDINGS (8.1%) softer.
4. Good support for YOUR (45.3%) heels and arches.
5. Shoes that feel comfortable as you run along, working on your stride.

READING INTEREST SURVEY

47. Put an X beside things you read most often. (Check all that apply.)

27.0% newspapers

34.4% short stories

60.3% books or novels

47.2% magazines

39.0% school books

59.6% comics

48. What type of material do you like to read? (Check all that apply.)

74.6% funny, humorous

58.4% mystery

31.8% true, non-fiction

28.4% animals

22.0% science, space

29.5% romance

1.8% other (specify)

49. Where do you read? (Check all that apply.)

71.4% School 87.7% Home 0.7% Other (specify)

50. Why do you read? (Check all that apply.)

39.5% school work

52.8% to find out things

69.3% for fun

54.3% to pass the time

0.8% Other (Specify)

51. What makes you pick up a story or book to read? (Check all that apply.)

21.6%	the teacher told me to
10.9%	my mother or father told me to
43.9%	a friend told me about it
28.4%	because it was a movie
31.9%	because I like the author
61.8%	because I like to read
22.3%	because it's a true story
17.1%	it's short
21.2%	the pictures
1.3%	other (specify)

52. Where do you get your reading material? (Check all that apply.)

75.3%	school library	31.5%	classroom library
49.4%	public library	64.1%	home
22.0%	book clubs	59.0%	book stores
48.6%	friends	1.2%	other (specify)

53. How often do you read outside school each week? (Check one)

20.2%	hardly ever	30.3%	1 - 2 hours
22.4%	3 - 5 hours	13.6%	6 - 10 hours
7.0%	11 - 15 hours	0.1%	16 - 20 hours
5.8%	more than 20 hours		

54. Do you enjoy reading? 87.4% Yes 6.4% No 6.2% N.R.

Why?

What would encourage you to do more reading?

CHAPTER III

Subtest Results

This chapter summarizes the results for each subtest or content area of the test as well as for the cloze passage.

A. Meaning Vocabulary

Questions in subtest: 4,9,11,13,18,27,32

Performance on Items	
Test Item	% of Responses Correct
4	43.2%
9	63.6
11	16.5
13	56.0
18	79.0
27	72.7
32	57.2

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
7	2.9
6	12.0
5	23.1
4	22.6
3	20.2
2	11.9
1	5.5
0	1.7

Subtest Summary	
Mean Score	3.88
Standard Deviation	1.56
Percent	55.5

B. Literal Comprehension

Questions in subtest: 3,5,12,19,20,26,29,31,35

Performance on Items	
Test Item	% of Responses Correct
3	87.0
5	61.4
12	74.4
19	76.6
20	79.4
26	57.8
29	89.9
31	57.6
35A	80.4
B	85.5
C	77.1
D	75.7

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
12	14.7
11	22.3
10	16.2
9	12.6
8	10.4
7	6.7
6	5.6
5	3.9
4	3.3
3	1.7
2	1.3
1	0.8
0	0.3

Subtest Summary	
Mean Score	9.03
Standard Deviation	2.60
Percent	75.2

C. Interpretation

Questions in subtest: 1,2,6,8,14,16,21,23,24,28,30,33,34

Performance on Items	
Test Item	% of Responses Correct
1	53.6
2	23.9
6	23.9
8	59.8
14	40.2
16	72.3
21	62.8
23	84.7
24	55.5
28	21.6
30	67.2
33	66.4
34	63.1

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
13	0.2
12	1.2
11	3.8
10	8.7
9	15.2
8	14.8
7	16.4
6	13.2
5	10.0
4	7.0
3	5.6
2	2.1
1	1.3
0	0.5

Subtest Summary	
Mean Score	6.95
Standard Deviation	2.41
Percent	53.5

D. Critical-Reflective

Questions in subtest: 10,15,17,22,25

Performance on Items	
Test Item	% of Responses Correct
10	58.8
15	65.6
17	61.4
25	63.7

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
7	11.2
6	18.1
5	14.4
4	15.4
3	13.6
2	11.5
1	9.9
0	5.9

Subtest Summary	
Mean Score	3.94
Standard Deviation	2.08
Percent	56.3

Question #22 (hand scored)

Words Correct	% of Students
3	30.3
2	19.1
1	15.5
0	35.1

E. Study Skills

Questions in subtest: 7, outlining question

NOTE: The percent of correct responses for the outlining question can be found on page 13 of this report.

Performance on Items	
Test Item	% of Responses Correct
7	59.2

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
9	11.0
8	16.8
7	14.8
6	11.6
5	9.2
4	6.3
3	7.3
2	5.8
1	10.0
0	7.2

Subtest Summary	
Mean Score	5.22
Standard Deviation	2.87
Percent	58.0

Cloze

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
45	0.1
44	0.0
43	0.0
42	0.1
41	0.3
40	0.3
39	0.9
38	1.1
37	1.7
36	2.4
35	3.4
34	4.3
33	5.0
32	4.5
31	5.8
30	5.8
29	6.4
28	6.5
27	6.0
26	5.8
25	5.8
24	5.5
23	4.8

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
22	3.3
21	3.1
20	3.6
19	3.0
18	1.7
17	1.5
16	0.9
15	1.3
14	0.7
13	0.9
12	0.3
11	0.6
10	0.3
9	0.3
8	0.0
7	0.1
6	0.2
5	0.2
4	0.1
3	0.0
2	0.0
1	0.0
0	1.4

Subtest Summary	
Mean Score	26.52
Standard Deviation	7.05
Percent	54.1